

Investigation The Students Perceptions Toward Professionalism of EnglishLanguage Lecturer at IAIN Bone

INVESTIGATING THE STUDENTS' PERCEPTIONS TOWARD
PROFESSIONALISM OF ENGLISH LANGUAGE LECTURER
AT IAIN BONE

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ABSTRACT

This article aims at investigating the students' perception towards English lecturers at IAIN Bone. The data were collected through structured interview with 9 students of IAIN Bone, this article used observation, diary, document, and video camera. Data analysis in a qualitative study is a dynamic, intuitive and creative process of thinking and theorizing. The need to teach English language appropriately in particular is a challenge for all the lecturers in Indonesia. Today, it has become obligatory for the lecturers to rethink and renovate their teaching strategies with the changing times. The specific perceptions of students can be used to use to enhance the process of language learning. These factors influence the student's ability to learn in a particular instructional framework. The result shows that the students think that the professional lecturer should help the students, have experience, have deep knowledge, on time, and have capability to teach material in the class to drive the students to reach their target language. The research implication is the professionalism of lecturer is determined by lecturer's characteristics, strategy of teaching, and student's perception toward English language lecturer. The finding of this article shows that lecturer can improve their teaching skills and techniques that are appropriate to the students. The data support the conclusion that there are some aspects of lecturers' professional in teaching English.

Key words: students, lecturer, perceptions, and professional

INTRODUCTION

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English language teaching leads every student in the classroom to become proficient and successful learners. Effective lecturers do not use only one specific method or technique but implement many strategies and skills to accommodate the needs and learning styles for each student in the classroom. Indonesia uses English as a Foreign Language (EFL), which makes English more difficult to be learned. As stated by Thompson (2012) that “it can take up to seven years for learners who are using a language other than their mother tongue to attain the same levels of academic language proficiency as those expected for learners learning in a mother tongue”.

Education has a significant role in the development of a country. The progress of a country is also symbolized by the level of education provided. For most countries, the main factor to be considered is the quality and effectiveness of teaching and learning (Tang & Lim, 2002). In line with Yang (2012) conducted a short study with 20 University Malaya Master students to gauge their attitudes and motivation in L2. The main objective of the study was to find out what makes some people acquire and learn English better than others. The findings reveal that ‘learners who were highly and positively involved in their English proficiency had positive attitudes and highly motivated towards learning English’. The same as Gilakjani & Sabouri (2017) proposed that the lecturers adopt their teaching strategies for coping with their teaching challenges, shape language learners’ learning environment, their motivation and their language ability.

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M. Khoir (2014) stated that the students of English department in the university were aware about the importance of English language for their future. Unfortunately the awareness did not reflect the attitude of the learners. They only knew and understood the benefits of learning English but not the practical part of it. The study has also shown that there were aspects of cognitive dissonance present, which meant that there was no correlation between what they believe and their actual behavior or attitude.

Furthermore, Gardner (2006, p. 241) posits that “students with higher levels of motivation will do better than students with lower levels”. He also said “if one is motivated, he/she has reasons (motives) for engaging in the relevant activities, expends effort, persists in the activities, attends to the tasks, shows desire to achieve the goal, enjoys the activities, etc”

³ Students require different characteristics and teaching techniques from the classroom lecturer to sufficiently meet individual learning style needs during teaching and learning process. English language lecturers ³ must be able to link mastery of skills with the student’s comprehension process. ⁶ The more lecturers can find out about their learners, the more information they have to help them to make choices in topics and material. Students can be involved in the decisions as well; they can be asked about what topics and materials they are interested in.

LITERATURE REVIEW

Bashir (2017) elaborated that lecturers' performance is the ability of the lecturer to impart the relevant skills, knowledge using appropriate methods consistently over time to enhance students' learning and achievements.

There are many factors to shape and deform perception. These factors can lie in the perceiver, the target or object being perceived and the situation or context in which the perception is made (Robbins, 2003). Students' perception of lecturers' factors in the teaching and learning of English Language was investigated by. The study found a significant relationship between lecturers' attitude, method of teaching and classroom management in teaching and learning of English language as perceived by the students. This implies that students' performance in English Language was influenced by students' perception of their lecturers' attitude. Bobkina & Fernandez (2012) investigated the motivational patterns and attitude towards the use of English in social and educational contexts of 72 EFL engineering students at the Technical University in Madrid. They found that the predominant motivation among Spanish engineering students is extrinsic in nature and most of the students have positive attitude towards the social values and educational status of English. Moreover, students' have positive orientation towards the English language. The same as Hewstone & Foster, J, (2005) a good learner will try to find their own way in solving the problem that is faced by them. Attitudes are inclinations to like or dislike something – such as an idea, thing, person or behaviour – and the object of these tendencies (the thing that are being liked or disliked) is often called the attitude object.

Muijs & Reynolds (2008) stated that classroom management is strongly related to students' attitude in the classroom. Brown (2001) stated all learning is a person's belief in his or her ability to accomplish the task. The same as Kucukahmet in Hotaman (2010) also states that the personality of lecturers has many effects on the students; all the elements that make up the personality of the lecturer have an influence on the learners and a positive classroom atmosphere; and once a positive classroom atmosphere is created, it continues to affect the student even outside the classroom.

Oxford Brookes University (2005), there are nine components of the quality of teaching and learning, which are the ¹¹ 1) courses, 2) lectures' motivation, 3) instructional design, 4) relationship among students, 5) relationship between the students and lectures, 6) assignment, 7) lecturer's competences, 8) obstacles and constraints, and 9) evaluation.

In line with it, Mayuni (2007) stated that the key of effective language teaching is qualified of effective lecturers that can teach effectively and of course the role model for students in using English. Richards and Rodgers (2001) stated ⁸ the goal of foreign language study is to learn a language in order to read its literature or in order to benefit from the mental discipline and intellectual development that result from foreign language study.

METHOD

This research was qualitative research and it applied case study at IAIN Bone. It was considered appropriate to investigate the students' perception toward the professionalism of English language lecturer at IAIN Bone.

Case study research was used to frame the investigation of the professionalism of English language lecturer at IAIN Bone. In this research, three techniques of data collection were used in this research to ensure reliable data result and adequate descriptions of the phenomena studied: semi structured interviews, classroom observation and document analysis. This research was used to describe the single lecturer that the most professional English language lecturer at IAIN Bone. ¹⁴ The case study claims to offer a richness and depth of information not usually offered by other methods.

SITE AND PARTICIPANTS

The participants of the research would be from several students who were in English department of Islamic State Institute (IAIN Bone), Bone district, in South of Sulawesi Province, Indonesia. The participants of this research were students aged 20-22. All of the participants consisted of 2 males and 7 females with Buginess as their native language.

The students as the participants were selected based on the observation of the research. The students as participants in this research were taken from the students of English department at IAIN Bone. They were qualified to be respondent in this research.

Short profile of the students

No	Name	Sex	Age
1	Arfina Novianti	Female	20
2	Novita Paradilla	Female	21
3	Andi Ni'mah Alfiah	Female	22
4	Nurafifah	Female	21
5	Fadel Arman Usman	Male	21
6	Hasnidar. MH	Female	21
7	Edwin	Male	22
8	Cucun Nurjannah	Female	20
9	Rina Rahayu Syam	Female	20

DATA COLLECTION

Hancock (2002) asserted qualitative approaches to data collection usually involve direct interaction with individuals on a one to one basis or in a group setting. Heigham & Croker (2009) stated a case can be seen as a bounded system comprised of an individual, institution, or entity and the site and context in which social action takes place, the boundaries of which may not be clear and are determined by the scope of the researcher's interest.

Fraenkel & Wallen (1993) stated that conducting case study give chance to learn more from just one individual, one classroom, one school, or one school district. Using this definition, the cases for this research could be categorized as a

group because explore the classroom interaction including students and the lecturer, but only conducted in the Islamic Institute. Jahangiri & Mucciola (2008) asserted unlike qualitative researchers cannot determine how many participants are necessary prior to the study. In qualitative research, data analysis is performed simultaneously as data is collected until a saturation occurrence emerges.

This research would use some kinds of instruments; the researcher, observation and interview, diary, video camera, and document.

ANALYSIS

The data would be taken from the interview and observation. It would be analyzed by using Thematic Analysis. Data analysis in a qualitative study is a dynamic, intuitive and creative process of thinking and theorizing. The data analysis is a process of ranging the data orderly, organizing in one pattern, category, and describing the data unity.

FINDINGS

1. Can help students in improving language skills

Students' paradigm about a professional English lecturer is ability to help student in improving four skills. Student Arfina Novita says:

"My perception English lecturer can help us for me like writing, speaking, reading and listening to improve skill my skill".

Student Novita Paradilla says:

"In my perception English lecturer is who can who has English knowledge and they can teach us to improve our needed especially in English".

Student Rina Rahayu Syam says:

*“Talking about my challenges about, English, I mean as Indonesian person we know that our mother language is buginess and than Indonesia. I think it is so difficult to understand English language because it is not our language. So we have to try hard to understand to master the English lecturer by know the culture of the American or people hwo use the international language like English. And then we have to know how to use it. Like how to use some skills of English like **listening, speaking, writing than reading**. And we have to know how to mention it by pronunciation”.*

2. Experienced

The students agree that a professional English lecturer must be experienced. The lecturer must have many experiences in English field.

The student Fadel Arman Usman says:

*“Mastering material about English, good pronunciation, and **have many experience, maybe the experience**. Yes, because the more old the lecturer is the more experience he has. “in my opinion he is smart, and then easy talk and he has many experience about English”.*

3. Having good (deep) knowledge in English/master

Students agree that a professional English lecturer must have a good knowledge, deep knowledge in English. Or in the other word a professional English lecturer must master English field.

The student Andi Ni'mah Alfiah says:

*“English lecturer. They must be a person who **really understand about English**, maybe they have full knowledge about English also they master, they really master everything about English”.*

The same as Nurafifah, she says:

*“I think English lecturer. They must good to speak English and **master their material**.*

She also adds:

*“the characteristic, the first on time, **master their material**, understand their student”.*

4. Being on time

Being on time is one of students' perception toward professional lecturer when she is asked to mention something to add about professional lecturer. The students Hasnidar says:

*“Professionalis? **on time**, and they have to on time, and she or he has to be has to menguasai, master? Master his lesson”.*

Cucun Nurjanna says:

*“The first kind **on time**, diligent, always smile, yes, ee, wise, communicative on each other”.*

RRS in another comment:

*“In my mind. The professionalism include some characters like **on time**, or discipline, humble, funny, communicative, interactive and many others”.*

6. Having capability to teach

The student thinks that a professional English lecturer must have a good capability in English field. The student Edwin says:

*“for English lecturer is one of people has **capability to to teach** the students.*

DISCUSSIONS

Based on interview, the students' perception is classified into general perception and particular perception toward professional English lecturer at IAIN Bone. General perception means here is students' perception toward the portrait of professional English lecturer in general.

Student's perception shows that helping students is an important thing must be owned by a professional lecturer. Researcher thinks that if a lecturer is successful in helping students in learning means that a half of his job is finished. Effective lecturers should be available outside of class to answer questions and provide additional help to students. The students perceive that a professional English lecturer should have ability to help students in improving the four skills. The students said that a professional English lecturer should help students in improving students' ability in writing, speaking, reading, and listening as a necessity in mastering English. The students expected that by mastering the four skills, they could use English well in international area.

Students agree that a professional lecturer is a rich one with teaching experiences. The professional lecturers draw ² on a number of disciplinary fields. These include branches of applied linguistics, formal linguistics, functional linguistics, sociolinguistics, (psychological and social) theories of knowing and learning, as well as literary studies concerned with genre, rhetoric and stylistics.

The students agree that a professional English lecturer must be having good/deep knowledge or being a master in English. ² A profession is an occupation whose members are expected to possess high levels of specialist knowledge, expertise, commitment and trustworthiness

Discipline is one of good English lecturer's characteristics which is found in students. Lecturers ² are expected to be able to be discipline their teaching to maximize purposeful student language use through peer interaction. It would be accurate to say that this principle of 'meaningful language use' underpins much of

the current conceptualization of additional language lecturers' professional knowledge and expertise.

When a lecturer loves in English, it is considered that the lecturer enjoys the teaching. Students' perception showed that a professional English lecturer should have capability in teaching English. The researcher sees that this perception is actually is the students' dream. They are yearning a lecturer, including an English lecturer with the ability to understand their condition. The researcher agrees to the students and also to the Robbins' theory where understanding students' condition is the crucial thing in creating an effective teaching. This perception is a necessity of students and the theory is have been explained that understanding what is happening around the students, the students' prior knowledge, the students' community, and their cultural environment could lead the lecturer choosing uncontroversial materials or topics. A lecturer has got a very big role in the classroom. The main task for lecturers is to provoke the students' interest and involvement. It is by their attitude to class participation, their conscientiousness, their humor and their seriousness that they may influence their students. Lecturers are not ultimately responsible for their students' motivation. They can only encourage by words and deed. Real motivation comes from within each individual.

Conclusion

Based on the findings that had been discussed. It was found that the students' perception towards English lecturer at IAIN Bone hope the lecturer will bring and involve them into a quality of better education. ¹ This is an important finding as it provides an empirical data that are reflected in the current state of arts in lecturer's teaching in the classroom. The students think that the professional lecturer should help the students, have experience, have deep knowledge, on time, and have capability to teach material in the class to drive the students to reach their target language. ⁴ Success or failure plays a vital part in the motivational drive of a student. Both complete failure and complete success may be de-motivating. It will be the lecturer's job to set goals and tasks at which most of his or her students can be successful.

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